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ABSTRACT

Attempting to scrutinize the rational for economics education, this book is a collection of papers by economics educators who seek to envision what economics skills and knowledge will be needed in the future and whether these justify teaching economics at the pre-college level. Twelve economics educators contributed articles: (1) "The Case for Economics Education" (Judith Staley Brenneke); (2) "A Brief History of the Rationale for Economics Education" (James B. O'Neill); (3) "The Position of Distinguished Economists on Economic Education" (Francis W. Rushing); (4) "Official Position of the American Economic Association on Economics Education" (Phillip Saunders); (5) "U.S. Government Policy, State Education Mandates, and Economics Education" (Stephen Buckles); (6) "Goals, Rationale, and Strategies Employed by Economics Education Organizations: A Summary and Analysis" (Calvin A. Kent; Dennis Weidenaar); (7) "The Cases Against Economics Education" (Michael Watts); (8) "Nine Years of National Economics Education: How Did We Do?" (John C. Soper); (9) "Economics Education and Satisfaction with Family Decision Making" (Marilyn Kourilsky); (10) "Why Teach the Social Studies: A Look at the Rationale for Individual Disciplines" (George M. Vredeveld); (11) "A Critique of an Economy at Risk" (Michael A. MacDowell); and (12) "Comments on 'An Economy at Risk: Does Anyone Care?'" (David D. Ramsey). (DK)

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